



# The Egg Drop Experiment

Year 6 – Term 1



	<b>Very High Standard</b>	<b>High Standard</b>	<b>Satisfactory Standard</b>	<b>Needs Improvement</b>
<b>Framework</b>	Uses a complete framework including illustrations to express and organize ideas and information	Uses a complete framework to express and organize ideas and information	Uses parts of a framework to express and organize ideas and information	Uses no framework to express and organize ideas and information
<b>Aim</b>	States a precise goal/purpose to communicate a procedural idea	States a clear goal/purpose to communicate a procedural idea	States part of a goal/purpose to communicate a procedural idea	States no goal/purpose to communicate a procedural idea
<b>Materials</b>	Plans very effectively; identifies all materials and how much of each is needed	Plans well; identifies and lists all materials	Has something of a plan; lists some materials	Doesn't plan or identify and list materials
<b>Method</b>	Provides detailed steps	Provides most steps without enough detail	Provides some steps; details are missing	Provides few or no steps
<b>Results and Diagram</b>	Includes a specific and precise conclusion to end the procedure	Includes a simple conclusion to end the procedure	Includes a fragmented conclusion to end the procedure	Includes no conclusion to end the procedure
<b>Wording</b>	Uses clear and concise wording to communicate ideas	Uses appropriate wording to communicate ideas	Uses limited wording to communicate ideas	Uses unclear wording to communicate ideas
<b>Verbs and links</b>	Uses powerful verbs, sequencing words (e.g., first, next, then, after), and colourful adjectives to convey ideas	Uses appropriate verbs, sequencing words (e.g., first, next, then, after), and acceptable adjectives to convey ideas	Uses simple verbs, sequencing words (e.g., first, next, then, after), and weak adjectives to convey ideas	Uses incorrect verb tenses and few adjectives to convey ideas